

UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado



Trabajo Fin de Máster

**CLIL CURRICULUM DESIGN
IN PHYSICAL EDUCATION:
TRANSFORMING THEORY
INTO PRACTICE**

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June, 2015

ACKNOWLEDGEMENT

I feel very grateful to all children; parents and teachers who have helped me to develop this project. I would like to forward my heartfelt gratitude to them. First and foremost, I would like to express my sincerest thanks and profound gratitude to my thesis supervisor Dr. Salaberry at University of Almeria. His richly informative and highly scholastic advisory helped me from the beginning to finish. I would like to thank all those participants who helped me to collect data for this research. I would also like to thank my workmates and parents for their cooperation. Last but not the least my sincerest thanks go to my family members for their constant supports.

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1. INTRODUCTION

This didactic approach is intended for a specific school and city where I work as a senior teacher and I would like to start specifying the legislative framework in Castile-La Mancha and then I will design a syllabus for 6th grade of Primary Education.

The curriculum design will be specified in a practice work. The syllabus will be sequenced in thirteen Didactic units with their respective sessions. The teaching and learning approach will be based on CLIL methodology. I will teach P.E (Physical Education) through English.

Finally, I will analyze and I will think over about the didactic approach. I will show advantages and disadvantages found by applying this methodology in Physical Education subject. To conclude, I show useful and practice proposals for subsequent educational interventions.

Keywords: *Schedule, CLIL methodology, Bilingualism, Physical Education in Primary, Curriculum design, Transforming theory into practice.*

2. JUSTIFICATION

The present work aims to be an original, educational proposal. I will design and develop an innovative syllabus in Physical Education at a Public School where I have been working for twenty years. This proposal is regarding one of the latest trends of Communicative approach to teach English as foreign language. This approach is known as CLIL (Content and Language Integrated Learning), AICLE or EMILE. Subsequently, I will make an objective analysis of the results and practical assessment within the Educational Community. Previously, it should be necessary to frame CLIL methodology and bilingualism in our current Educational System.

The origin of this project stems from the commitment to develop a multilingual culture and improve educational quality. The project is based on the legal framework of reference established for this purpose by Education and Science's Ministry and the Education's Counseling of Castile- La Mancha. The School belongs to "Bilingual Sections" and has as priorities within the PGA ¹(Programación General Annual) "**Strengthen and develop the use of English language in a comprehensive and generally in all levels of the center**" and "**developing language training courses to improve the language proficiency of teachers**".

Decree 7/2014, 22th January 2014, regulates multilingualism in Castile- La Mancha. This Decree shows that "**Educational administration will promote training in foreign languages**

¹ PGA (Annual General Programming).It is a document that consists of the activities undertaken by the teaching staff and the didactic syllabus settings for each subject and grade .

of all teachers, regardless of their specialty...". To carry out this initiative, I proposed to the Headmaster of School (Director) and she proposed to the Teaching Staff (Faculty), as pedagogical technical team, which decided whether absolute majority (80 per cent. out of 100%). As a member of School Board, I decided to report the proposed to all members. Once informed and approved was included in the PGA (Programación General Annual)

I have attended several courses, workshops and seminars (plus 60 ECTS)² in order to improve language skills in English's area, e.g., "First International Congress in applied linguistic on teaching English as foreign language", University of Nebrija, Madrid, 2012; "Workshop on English CLIL", U.S. Embassy, Madrid, 2013; "First Regional Congress on teaching foreign languages", Toledo, 2014; "Bilingual teaching, WHO? WHAT? And HOW?" Workshop on Content and Language Integrated Learning Methodology, U.S. Embassy, Toledo, 2015.

I am a teacher specialized in Physical Education and English. Therefore, I am aware of the challenge of starting on a topic that is very fashionable, even though there are not many references in the field of Physical Education. For me, it has been very useful to consult videos, blogs, wikis and webs related to this topic.

Physical Education is a popular subject in CLIL teaching, since very little research has been published on it. (Coral, 2010, 2012; Figueras, et al., 2011; Rottmann, 2007) cited in Coral and Lleixá, (2013:80). They present the results of an action-research in Primary Education (5th grade) in which students' motivation has a positive influence on their English language learning and highlight the importance of games in oral interaction, but teacher must provide students a linguistic scaffolding. Scaffolding avoids the language is a "wall" (Coral and Lleixá 2013:80-84).

There are some theoretical approaches, but there are not any practical approaches about CLIL Methodology in P.E. The contents expose in this Final Project are the results of current and practical experiences with students of Primary Education in P.E. These are the first steps. Firstly, I design a curriculum in P.E. Secondly, I develop it through putting into practice a linguistic immersion on teaching P.E during 2014-2015. This is a challenge in my professional career which is being very enriching and rewarding.

² ECTS (European Credit Transfer and Accumulation System). It is a student-centered system based on the student work load required to achieve the objectives of the programmed, objectives preferably specified in terms of learning outcomes and competences to be acquired. ECTS was introduced in 1989, within the framework of Erasmus. Recently ECTS is developing into an accumulation system to be implemented at institutional, regional, national and European level.

Why did I choose this topic? I would like to research on this topic because it is my current field of work. I am teaching English in non-linguistic subject (P.E). So, I think that CLIL's methodology is a communicative approach to teach different skills in classroom. I really think that this project would help to future readers to apply and contrast this approach. For this purpose, I will try to analyze the advantages and disadvantages of this project. I would like to provide information about the act of engaging, applying and exercising this approach. The Didactic Units could help my teammates in order to improve and adjust to their context this type of methodology. Thus ultimately, I expect to achieve, not only a theoretical approach, but also a practical approach which benefits education's quality.

3. OBJECTIVES

3.1 GENERAL OBJECTIVE

- To design a curriculum syllabus in Primary Education (6^o grade) and to analyze it through educative praxis: transforming theory into practice

3.2 SPECIFIC OBJECTIVES

- To analyze the syllabus and show advantages and disadvantages found.
- To increase knowledge in the field of bilingual education in non-linguistic disciplines.
- To demonstrate, that P.E. is a subject which makes remarkable contributions to communicative linguistic competence

4. THEORETICAL FRAMEWORK.

4.1 BILINGUALISM.

4.1.1. CONCEPTUALIZATION

Bilingualism, etymologically speaking, comes from Latin “**Bi**” means “two” and “**lingua**” means “language”.

The concept of bilingualism is not static. The term evolves over time. It is linked to different variables, such as geographical, historical, linguistic, sociological, psychological and political.

Baetens- Beardsmores's (1982:1) writes that “bilingualism as a term has open-ended semantics” Weinreich (1953) defines bilingualism as “the practice to use two languages in an alternative manner”. Bloomfield (1933: 55) defines bilingualism as "native-like control of two languages", Mackey (1962: 52), in contrast, defines bilingualism as “the ability to use more than one

language. Mcnamara (1969) writes that we are bilingual when we have a minimal competence and linguistic ability in reading, writing, understanding and speaking in L2. Grosjean (1989) writes that a bilingual student is someone who has a linguistic identity and integrates two languages where student can indifferently use either L1 or L2 depending on the context

The term bilingualism may mean different things to different people and there is no one definition for it. So, I venture to create my own definition. “**Ability of human being to use two languages in different communicative situations**”. Created from one-self (Garcia-Calvo, 2015).

My objective as a teacher is to maintain, promote and develop mother tongue (Spanish) and improve linguistic proficiency in second language (English). Therefore, I have to keep in mind the use of Physical Education contents.

4.1.2 HISTORICAL REVIEW.

Since ancient times, among primitive men, there were already changes in the language of one tribe to another, which prevented many times the communication between them. Nomadic culture obstructed communication and it was difficult to know what one tribe meant another when not even knew what was being said or what is meant.

The origins of modern language teaching could be found in teaching of Latin, almost to this day. That language was for many centuries the dominant language of education, religion, commerce and government in much of the Western World. Gradually, Latin was displaced by languages such as Italian, French and in the late sixteenth century by English language.

In the early twentieth century believed that bilingualism could cause undesirable cognitive effects. So, it had a negative social impact. In Luxembourg (1928), the countries of the "International Conference on bilingualism" decided to delay the introduction of L2 (second language) because they considered harmful.

Richards and Rodgers (2001) indicate that global changes and interdependence of Europe force the Council of Europe to articulate alternative methods of teaching foreign languages with the aim of improving the Linguistic Competence.

In the 70s the "Program of Canadian immersion" for English-speaking students learning French as L2, based on competence, demonstrated the discrimination of uses both languages in different contexts without interference and without harming cognitive development of children.

This model and other experimental data show that bilingual children are outstanding results in verbal intelligence regarding monolingual children.

Since the 90s “the hypothesis of differential development” is supported by numerous studies. Lanza (1997), Meisel (2004) and Bachman (1990) conceive a “sociolinguistics of bilingualism” where content and language are integrated, as well as, cultural context in which are developed. A mid-90s emerged in Finland an innovative proposals based on the integrative methodology of languages, known as CLIL.

The Council of Europe (March 2000, Lisbon) launches a comprehensive strategy to create a more competitive society. Linguistic proficiency in other languages different from L1, which supposed a priority. Therefore, The Council of Europe (2001) establishes CEFRL (Common European Framework of Reference for Languages).

4.2 MULTILINGUALISM

Multilingualism refers to both a person's ability to use several languages and the co-existence of different language communities in one geographical area. Multilingualism and multilingual education have existed for centuries; nowadays, there is a renewed interest, since offers the best possibilities for preparing coming generations to participate in constructing more just and democratic societies in our globalized world.

4.2.1 MULTILINGUALISM IN EUROPE.

The European Community as a multilingual entity stipulates that legislation must be published in the official languages and requires its institutions to deal with citizens in the official languages of their choice.

The Commission's multilingualism policy has three aims to: encourage language learning, promote a healthy multilingual economy and give citizens access to European Union legislation.

On 22 November 2005 the European Commission adopted a L1 plus 2 others. The Common European Framework of Reference for Languages (Council of Europe, 2001) indicates guidelines to carry out the objectives set by the Council of Europe. It does not indicate a specific methodology but specifies the skills that students must be controlled as a series of levels. The CEFR describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered a language

LEVEL	SUBLEVEL	
Bloque A. Básic.	A1 Access	A2 Platform
Bloque B. Independent.	B1 threshold	B2 Advanced.
Bloque C. Competent.	C1 Effective domain	C2 Mastery.

Table 4.1 Levels of Linguistic competence from MCERL (Council of Europe, 2001:60)

One of the aspects that distinguish the CEFR from other systems is the **three-dimensional character** of its scales, which are divided into communicative activities, language quality and strategies. The CEFR invites practitioners (all those involved in teaching and learning a language) to reflect on their approach to teaching, learning, and assessment. I would also like to underline its flexible nature, as it is this flexibility which allows teachers to implement this system to specific contexts by making the necessary changes when they design the syllabus or when they develop new materials for our lessons. For this, my students have to complete a **personal portfolio** at the end of a unit (see annex XIV).

4.3. CLIL/AICLE/EMILE

Content and language Integrated learning is known as the acronyms CLIL in English, AICLE in Spanish and EMILE in France. Marsh (1994) states that CLIL refers to situations in which the subjects or parts of subjects are taught through a foreign language with two objectives, learning contents and the simultaneous learning of a foreign language. Graddol (2006:86) writes that “CLIL is an approach to bilingual education in which both curriculum content and English are taught together”.

There are different methods for teaching and learning languages, each one depending on linguistic current and historical moments. Within current trends we will focus on the cognitive approach and specifically the communicative approach, where the student is the protagonist.

In the teaching of foreign languages, the objective is to improve communicative competence and develop procedures for teaching the four language skills in order to recognize the interdependence between language and communication (Richards & Rogers, 2001)

This proposal tries to be original and it focuses on **how to teach**; the methodology is innovative. The learning and teaching process integrates curriculum contents in P.E with English language.

Coyle, Hood & Marsh (2010: 97)³ define and describe the principles of CLIL based on the **4Cs**: **Content, Communication, Culture and Cognition**. These blocks serve to develop the curriculum through teaching on CLIL methodology.

These premises must be combined to develop a great CLIL session where **Content** allows progress in knowledge. **Communication** uses language to learn and learning to use the language itself. **Cognition** links abstract and concrete concepts and **Culture**, in which varied perspectives and knowledge are shared, as in a spiral.

SCHEME PROGRESSION OF FOUR “Cs”

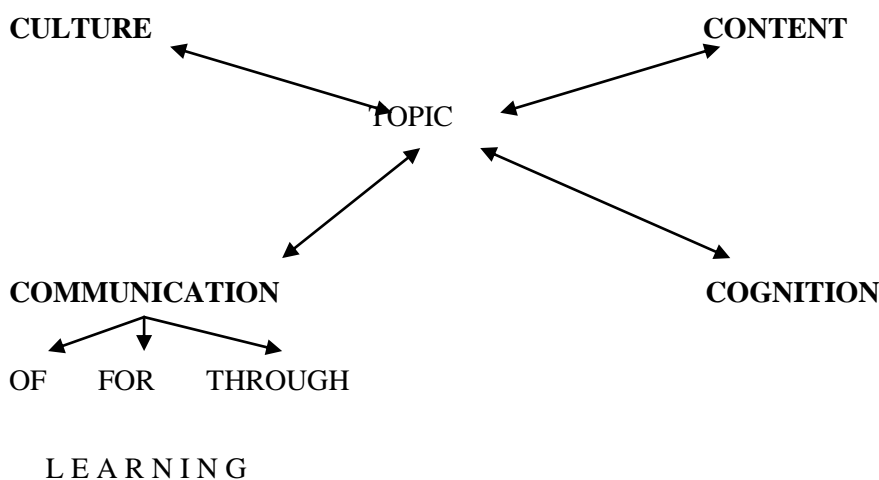


Figure 4.1 The 4 C’s framework for CLIL (Coyle, Hood and Marsh, 2010: 97-111)

4.4. CLIL IN PHYSICAL EDUCATION

"Physical Education is one of the areas where it is easier the contextualization of content and understanding, through practical demonstrations by the teacher and the students." (Ramos, 2010:157)

Coral (2010) states that teaching English through cooperative tasks in Physical Education seems to have positive effects on language acquisition and motor development. In Physical Education, I left the **body** and **movement** as major backbone. It could become breeding grounds, creating an ideal context for teaching a L2. I am relying on the action, permanently attached, I am encouraging students to have greater number of interactions and if the student does not

³ Coyle gives a comprehensive overview of CLIL based on **4 Cs**. It summarizes the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice.

understand any instructions, the visual support will improve feed -back in my explanations. The CLIL basic premise is to join the **word** and **graphic gesture**. Scarcella and Oxford write:

When a language learner is able to effectively produce messages accompanied by appropriate gestures, the meaning of the message is reinforced. Furthermore, a learner who replaces an irretrievable word with a gesture is able to keep the conversation moving ahead. As strategic users of gestures when listening to interlocutors, language learners can tap all possible non-linguistic clues to decode and guess the meaning of unknown expressions heard in the target language (Scarcella & Oxford, 1992: 195-196).

I use **English** as foreign language **and the contents** of P.E in an integrative way. I do not consider two different subjects. This is not to reduce the contents and specific objectives of Physical Education's Subject.

The instructions will be clear, specific, concise and repetitive, whereby the students will assimilate a new vocabulary. Physical Education has a real environment which fosters meaningful learning. It would be a handicap into more abstract areas such as Mathematics or Social Sciences.

In Physical Education classroom, there is ongoing feedback and **continuous interactions**. The student Clusters prevent all discrimination against race, color, creed, sex, national origin and social condition. The context and environment are delectable. This context is promoting the learning and teaching process.

The teacher is the guide and the **student is the protagonist**. I rely on: cooperation, negotiation of projects, flexible teaching, and interactive learning. I create a positive atmosphere, which let me set extrinsic motivation and develop better the activities programmed.

The flexibility of CLIL will enable me to apply the "**sandwich technique**"⁴ (flexibility and alternating between L1 and L2) where it is not necessary to teach one hundred percent in L2, as sometimes I have to resort to L1. I rely on: the level of the students, my teaching experience and didactic unit's complexity. I select the contents and I adjust the syllabus as necessary. The ongoing feedback and formative assessment help me in these tasks

⁴ Teacher says the expression in target language, then translation in source language and finally teacher says it again in target language (L2 => L1 => L2). As soon as they get familiar with the expression, teacher eliminates the mother tongue. It is a prominent feature of Butzkamm and Caldwell (2009:86).



Figure 4.2 Sandwich techniques in CLIL methodology, drawn by the students at St. Teresa (Students of 6^o Grade, 2015).

Butzkamm and Caldwell suggest that:

These technique can allow teachers to quickly establish a TL atmosphere in the classroom while promoting more authentic, meaningful communication in the TL than would be possible in classes where the TL is used exclusively. Comprehensible input can be maximized and learners can express their ideas more spontaneously as they discuss high-interest, level-appropriate topics, gradually becoming less dependent on the L1 as their proficiency in the TL improves- all in keep in with a truly learner-centered, communicative approach. (Butzkamm and Caldwell, 2009:87)

I do not worry about perfect comprehension. It is not forbidden to speak in mother tongue, since if they use a hybrid form (at the beginning) it will be the evidence of progress which is a key characteristic of learning a second language. I try to get speaking English in the classroom even when we know that the students are not be able to understand me completely. It is amazing how much they will understand without using their mother tongue. This breakdown in communication develops **noticing and negotiation of meaning**. I follow three SLA (Second Language Acquisition) conditions: comprehensible input, creating opportunities to negotiate meaning and motivating learners.

The students find more interesting to discover something for them than to be told it. So, the teaching, by **consciousness-raising activities**, allows the students **notice** something about language than they may not notice on their own. I try to help students acquire conscious knowledge which they can use to understand input and monitor their own output. Pica points out that **negotiation of meaning** is “a process in which a listener requests message clarification and confirmation and a speaker follows up these requests, often through repeating, elaboration, or simplifying the original message” (Pica, 1994, p. 497). Discourse functions are central in language learning where negotiation of meaning, that is, the modification of input (by using, for example, simple grammar and vocabulary) and of interaction (by, for example, requesting clarification), has been shown to contribute to second language acquisition).

Errors are a vital part of the learning process. **How Shall I help the students without damaging motivation?** I will use several techniques such as, repeating, rephrasing, echoing, non- verbal communication (body language and/or expression). I gently apply correction techniques (depending on context, student, reiteration...). Nevertheless, I have a golden rule and I do not let my students get lazy, i.e., when I know that they know how to say some work or something e.g., it is forbidden for the students say “balón” when they know the word “ball”.

PE is a subject eminently practical. I use **authentic and real** tasks in class, e.g. mind maps when we are working orientation activities: Didactic Unit 12, “Looking for the treasure”; recycled materials prepared from their-selves: Didactic Unit 4,” Traditional Games”; when we are interviewing a famous: The Best Club Coach in the World⁵: Didactic Unit 13, “Team Sport”. The Subject enhances comprehension and oral expression (listening and speaking). These “realia”, authentic and practical materials are continuously stimulating communication.

At the beginning of each Didactic Unit, I try to build scaffolding of several communication skills, i.e., specific vocabulary, reading and writing. The daily routines help me for this **scaffolding**.

DAILY ROUTINES	
Let’s go	Do not cross the line
We are going to practice P.E.	In order. Stay in the queue
In silence. Walking on the right	Make a square...

Table 4.2 Sentences used in classroom. Adapted from (Magdaleno, 2011:35)

The students learn key vocabulary throughout the course pertaining to direct instructions and essential habits. (Warming & Follow up). The specific vocabulary is related to the Didactic Unit, e.g., **U.D 13: "Team Sport". Session 4:"FUTSAL". Vocabulary** : goalkeeper, defender, offender, fault, direct free kick , indirect free kick, corner kick, throw, kickoff, forward, shooter, etc. Authentic material - also known as realia- refers to any real materials we use in the classroom to bring the class to life, e.g., I interview Jesus Velasco, the best Club Coach of the World.

⁵ Jesus Velasco Tejada (his children study at School). Annual Futsal Award “Best Club Coach of the World”. We did a real listening and they worked in pairs through interviewing Jesus Velasco.

Link to <http://www.futsalplanet.com/voting/awards/nominees?award=1&category=6>.

What advantages and disadvantages did I found in this experience? The main disadvantage is to spend too much time in an actual interview. The main advantage is to provide students current language and constant reinforcement of what they learn in the classroom.

The motivational aspect is very important. I am always using sentences in order to encourage and help the students.

ENCOURAGEMENT SENTENCES	
Well done	Good job
Very good	Great, wonderful, marvelous...
Excellent	You can, You did it...

Table 4.3 Prepared from one-self (García-Calvo, 2014)

5 CURRICULUM DESIGN INTEGRATED IN PHYSICAL EDUCATION.

“If we think that CLIL is our future, it should take place earlier in the syllabus: the sooner the better” (Rigo, 2010:24)

5.1 INTRODUCTION

St. Teresa School’s PGA (Programación General Annual) shows up two main objectives to develop Learning and Teaching processes:

1. - To use English language more often (by all teachers).
2. - To strengthen Physical Education with CLIL Methodology.

I present a syllabus and the aims to complete the concretion of Physical Education curriculum; I adapt to the educative context where it will be developed and it will be enriched with actual characteristics.

Del Valle and Garcia (2007) indicate that programming will be prior preparation of the activities to be undertaken anyone, including prior knowledge of the situation, the present knowledge and future prospects ... It is the closest curricular act relative to educational intervention with students.

It is therefore decides and explains: **WHAT-WHEN- HOW** (teach). **WHAT-WHEN- HOW** (assess).

The scheduler process is a long process that provides educational benefits on the road between theory and practice. I will start with **1st level of curriculum development** (Educational

Administration); it will be responsible for setting the curriculum for the entire region. **2st Level of curriculum development** (School); it will be adapted to characteristics and guidelines of Educational Administration in the Educational Project. **3rd Level of Curriculum development** (teacher and Didactic Unit); it will be materialized in a cycle and specific course. Finally, the **4th Level of Curriculum development** (teacher and session); it will be a direct intervention (modified from Rodriguez Torres, 2010:250-251).

This syllabus is integrated and tangible. I materialize it in a real teaching practice, in which I want to achieve objectives and key competencies through content and a specific methodology. For this, I culminate with an assessment. I hope the students improve in motor competence in a fun way. They are able to enjoy playing games and they are able to increase their proficiency in English language.

5.1.1. LEGISLATIVE FRAMEWORK

This Syllabus is based on **LOE⁶**, Organic Law of Education 2/2006. 03/05/2006. It dedicates Art 16-21 to Primary Education (partially derogated). **LOMCE⁷** 8/2013, National Organic Law. Decree 68/2007 and Decree54/2014 establish Primary Education curriculum in Castile – La Mancha Community. Order, 04/06/2007 and Order 14 /08/2014 (Education’s and Science Ministry) regulate Evaluation in Primary Education. Organic Law of Education in Castile- La Mancha 7/2010, 20/06/2010 based on pact in August of 2009. Decree7/2014 regulates Bilingual Schools in Castile-La Mancha and Order 16th, June, 2014 regulates Linguistic Programs in Castile -La Mancha. The Spanish legislation in the stage of Primary Education reflects in several times the issues from CEFR (Common European Framework of Reference).

In this syllabus, the motor development and the comprehensive education are linked. I rely on current legislation and linguistic policies. The task based approach provides students a widely and varying motor experience, as well as, expressive, emotional and communicative experiences. I work with the reflection upon the task realization which develops student’s autonomy. The students have to participate actively and make decisions constantly.

This is an innovative, active and open program. The students through physical activity improve their motor competence. Contents are integrating through routines, orders, suggestions, permits and specific vocabulary.

⁶ In school year (2014-2015) Second, fourth and sixth grade of Primary are regulated by LOE.

⁷ In school year (2014-2015) First, third and fifth grade of Primary are regulated by LOMCE.

5.1.2. ENVIRONMENT AND SCHOOL.

The school is located on the outskirts of the historic town of Toledo, close to the University of Castile-La Mancha. Socioeconomic status is medium-high, where parents work as functionary. It has line 2 and the school timetable is continuous from 9-14 hours. Classes have an average of 20 students and the percentage of immigrant students is quite low (5%). The students have (A2-B1) level of Common European Framework of Reference (see first chart from section three on page 12).

Two teachers are working in Physical Education at Schools. I am post holder (permanent civil servant). We are authorized to teach non- linguistic subjects in English. Everyone has got more than twenty years of experience in education.

The undersigned is the Coordinator of the 6th grade, Secretary of the CCP⁸, School board member and Head of Extracurricular Activities. I teach Physical Education in the 5^o and 6^o grade, and Science in 1st grade as non-linguistic disciplines.

The Scholl has two multipurpose tracks (44 * 22 meters) and psychomotor room (10 * 8 meters) with wooden floors and a porch of 100 square meters. Recreational trail about 1000 square meters. Annex park located in the old "Roman Circus" .

All classrooms are equipped with IDB (interactive digital blackboard).The center has computers´ classroom, known as ALTHIA, which has twenty-two computers. Physical Education has a room, in which there are twenty netbook computers.

5.1.3 PSYCHO-EVOLUTIONAL FEATURES IN 6° GRADE.

The class of 6th grade B consists of twenty students: eleven boys and nine girls. One is a Chinese girl who understands the language, since its early schooling was in the School, but is very shy and has not integration problems.

The students are at the beginning of the FOP (formal operations period) which is handling concepts without direct relation with experience. They perform logical deductions; they dominate the verbal language to adequately organize thinking. They experience a great physical

⁸ Pedagogical Coordination Commission.

development and they develop close friendships. It offers great value self- concept itself. The concept that adult has about them, has a great value at this stage.

5.2 OBJECTIVES.

The objectives, known as goals or aims guide the teaching-learning process. The objectives are set by the Education Authority. LOE specifies them in the different Cycles and grades. Then, I have to take into account the environment and the characteristics of the students. In teaching and learning process, the objectives help me to select the appropriate content, media and methods. According to Bloom⁹ (1994) learning occurs on several levels: affective, psychomotor, and cognitive.

5.2.1 PRIMARY EDUCATION OBJECTIVES RELATIVED TO PHYSICAL EDUCATION.

The relationship between the objectives of Primary and Physical Education in the Third Cycle of Primary are shown in Annex I.

5.3 KEY COMPETENCES.

Key competences are those knowledge, skills and attitudes for achieving social and academic development. These competences are continuously improved over the life of an individual.

Ministry of Education establishes eight key competences, adding one more (ninth competence) in Castile- La Mancha. These are:

a) Linguistic communication, b) mathematics, c) knowledge and interaction, d) Digital and information treatment, e) social and citizen, f) cultural and artistic, g) learning to learn, h) autonomy and personal initiative, i) emotional.

Contreras and Cuevas (2011) point out that Physical Education subject contributes concretely to develop competencies **c), e), f), g), h) and i)**. In this project, I integrate the content and the English language, so it is very important the first competence: **a) linguistic communication**. It has great relevance, being that the students develop the skills of listening & speaking in a meaningful way.

⁹ Bloom's taxonomy divides educational objectives in three "domains": cognitive, affective and psychomotor. This taxonomy serves as the backbone of many teaching philosophies and can be used to assess learning.

5.4 CONTENTS

Decree 68/2007 establishes the contents in Physical Education which will be accomplished and sequenced in the 3rd cycle of Primary Education. (See Annex II)

5.5 METHODOLOGY (STYLES).

Based on Decree 68/2007, I will use a CLIL Methodology with several styles: Reproduction of Models (playback), I will use analytic strategy if the exercise is complex ; Guided Discovery , I will show a task in a global manner and students have to decide what game they play; Task Based Learning (Task assignments), it will try to link with student's reality; Total Physical Response , it will be used when they play games about physical response and GPAI (Game Performance Assessment Instrument), I will use this style to measure game performance behavior that demonstrate tactical understanding, as well as the student's ability to solve tactical problems (see annex XII).

5.5.1. DIDACTIC AND METHODOLOGICAL PRINCIPLES.

Decree 68/2007 establishes methodological and didactic principles: Globalizing approach, cooperative work, construction of learning by student, individualized instruction, response to student diversity and collaboration with families. I contextualize these principles in this syllabus basing on Order 16/06/2014 ,DOCM nº117 de 20 de junio de 2014, 16424-16433. (In annex IV)

5.5.2 CLIL METHODOLOGY IN PHYSICAL EDUCATION.

In P.E, I have, unlike other areas, several channels or pathways of information which I use as: a) visual channel, doing and conducting demonstrations in games through visual support; b) auditory channel, hearing and sound slogans that will help in session's development, such as descriptions, explanations, exercise change and task change; c) kinesthetic-tactile channel, the material handling will be able to feel, and transmit knowledge and sensations. It will be a practical and priceless help in the transmission of information.

The class always starts with easy tasks. The students do not feel lost or frustrated. For that, I establish daily routines in English as presentations, orders and basic guidelines.

Student-centered approach better than Teacher-centered approach. The first approach will guide the syllabus. I use examples about practical situations next to student's reality. At the beginning of Didactic Unit, I explain briefly objectives, contents and materials that we shall use in the classroom.

I am flexible in the use of source language and target language (L1-L2 or L2-L1), especially at beginners. (See third figure from section fourth on page 15: “Sandwich technique”).

How can I help the students acquire English through own effective use of English? I use different strategies¹⁰ in order to facilitate content comprehension. Slattery and Willis highlight: a) **Responding** to mother tongue talk; b) **Recasting** or repeating in English what the students say in mother tongue; c) **Rephrasing** what the students say being less threatening than direct correction; d) **Correcting**, the students increase their confidence and feeling of success. “Thinking all the ways we can handle errors when the students are speaking” (Slattery and Willis, 2001:120-134).

I promote activities and tasks to develop the learning in Physical Education. Both contents and communicative aspects are vital. The efficiency will be reflected if I get a proper threshold difficulty for the student. Ongoing feedback let me mark the level of demand which the student needs.

One of the most important concerns is to develop a **positive and socio- emotional climate**. Motivation has a key role without being an obstacle to maintain order and discipline.

5.6 METHODOLOGICAL RESOURCES

I consider the different tools used in teaching and learning process. It is known, the **procedural** nature of this subject. I try to use innovative and varied procedures.

Materials resources will help me. Thanks to these, it will be easier content’s comprehension. The materials will be: multipurpose, conventional, waste, unconventional, sound, auditory, informatics and other (age-worn, health, measuring...). I will specify in each Didactic Units.

5.7 ASSESSMENT

Doherty and Brennan (2008) write that assessment refers to all those activities undertaken by both the teacher and learner to information about the teaching and learning process. Blazquez and Sebastini (2009) say that a curriculum, based on competences, will use assessment activities to enhance learners' learning awareness.

¹⁰ Most activities are done in group. Many activities will benefit students if done in pairs or small groups. Working in pairs increases the opportunities and help them develop their fluency and confidence. .

In this syllabus the assessment is **based on legislative framework**. Order, 4th, June, 2007 (DOCM, 20, June) regulates Evaluation in Castile-La Mancha. In the School's Syllabuses are listed assessment criteria rely to Subject's objectives and different assessment indicators known as appraisal criteria which are rated regarding to the assessment criteria. Below, I show the relationship with proficiency of English language.

<u>ASSESSMENT INDICATORS</u>	<u>MARKS OR SCORES</u>	<u>ASSESSMENT CRITERIA</u>
To be able to use simple sentences to speak in L2.	NT (VERY GOOD)	To show interest and curiosity for learning foreign language.
To be able to know basic vocabulary of Didactic Unit in L2.	SB (EXCELLENT)	
To be able to express simple messages in games through L2.	NT (VERY GOOD)	
To be able to exert to speak in L2.	SF (GOOD)	

Table 5.1. Assessment Criteria, Indicators and Marks. Rubric key: SB (Sobresaliente). NT (Notable). SF (Suficiente) or passing grade. Prepared from one-self (García-Calvo, 2014)

I will evaluate the students in an integrative way. For this, I will use several strategies: **GPAI** to evaluate motor competence (see annex XII). **Band Scales** to evaluate the four Skills relative to competence in groups (see annex XIII). **Questionnaire** to assess a session (see annex X). Students **Self- assessment** (see annex X and XIV) and **direct observation**. For this, the tests have both functions formative and summative being a continuous evaluation system. Scriven (1967:43) refers to assessment which aims to assist learning (formative) and those which aim to assess learning (summative).

5.7.1 STUDENT'S ASSESSMENT

Based on Decree 68/2007 and Order, 4th, June, 2007, I state assessment criteria as the fundamental reference in Physical Education. Assessments criteria are sequenced by Cycle (see annex III). Gúlias and Gutiérrez-Díaz (2010:7) write: "indicators will define assessment criteria and assessing degree Competences and Objectives attainment".

I will define and sequence the assessment criteria in Physical Education in 3rd Cycle, as well as, the assessment indicators in 6th grade. Firstly, I will define the assessment criteria in 3rd Cycle

with indicators of the Syllabus; secondly, I will try to define in the Didactic units. For this, I will assess each student with: worksheets, tests, questionnaires, verification scales and direct observation.

I will have an added complexity and I ask myself the following questions: **How do I integrate content and language?** A double dilemma arises regarding the assessment. **What Shall I assess language or content? Shall I assess one or two?** Coyle, Hood and Marsh (2010:114-115) say “that content should always be the dominant element in terms of objectives” and teachers have to distinguish between language and knowledge of contents and decide if both interfere or not interfere with the demonstration of the other. My syllabus is based on objectives, previously planned and contents as dominant elements. I would like to add a new criteria: “*To be able to show interest and curiosity for learning a foreign language*”. So, I will evaluate **content and language**. (See chart 5.1 on page 23 and annex X, XI and XII).

Students’ assessment will be: **initial** (see annex XI), **formative** (see annex XIII), **summative** (see annex XII) and **self-assessment** (see annex X).

5.7.2 TEACHER’S ASSESSMENT

It is assessing our educational practice. So I analyze the teaching intervention through three strategies: self-observation, external observation and students’ body observation.

5.7.2.1 SELF-OBSERVATION

It is to collect data and analyze later, reflecting on them. This **feedback** allows us to progress and improve our educational praxis. So I pick up on a record sheet. (In Annexes V and X)

5.7.2.2 EXTERNAL OBSERVATION

I usually do it in an informal way with my partner of Physical Education and in a formal way with my English partners. It is adequate, systematic and I usually do it when beginning a Didactic Unit or, at least once each term. (In Annexes V and IX).

5.7.2.3 STUDENTS BODY OBSERVATION

In my syllabus, I do it when I am finishing each term through a questionnaire (formal way, in annex VI). The students give me feedback in an oral way when finishing a Didactic Unit or a Session (informal way through oral interaction).

5.7.3. LEARNING AND TEACHING PROCESS ASSESSMENT

The Assessment in Learning and Teaching process supposes to verify coherency between objectives and contents with assessment criteria, as well as, procedures, methodology, organization and groupings.

“We should use a mixture of formal and informal Assessment” and if the activities can be monitored and provide evidence of learning teaching process it is not necessary to create enough specific tests. (Coyle, Hood and Marsh, 2010:130).

5.8 ATENTION TO STUDENTS DIVERSITY

LOE, title II, Chapter I, it refers to SEN students (students with special educational needs). It is distinguished students with problems about late educational integration (they need complementary education support) and students with high intellectual abilities in Educational System (gifted and talent students). This class has not SEN students.

The School into the Educative Project (PE) and into the house rules, organization and operation of the center (NCOF)¹¹ which respond to student diversity as a whole.

5.9. EXTRACURRICULAR AND COMPLEMENTARY ACTIVITIES

The complementary activities programmed at PGA “Programación General Annual” or “General Annual programming” related to Physical Education are the following: a) We visit The Primate Cathedral of Saint Mary of Toledo b) We watch a theatre perform: “Dr. Livingston. I suppose”; c) The “Inter-Movistar Coaching Staff “give us a lecture in English¹²;d) We perform a theatre in English at Castle-La Mancha University “4th Centenary of Greco”; f) We play outdoor sports in a linguistic immersion at “Dehesa Boyal”¹³; g) We visit St Cruz Museum: “The Greco and his work “

¹¹ (NCOF) School’s rules which regulate student’s diversity.

¹² Jesus Velasco is an International Coach of Inter- Movistar. He is considered the best indoor football Coach in the world. His soon is a student of 6º grade.

¹³ Summer’s camp in “Montes de Toledo”. It is located in Los Yébenes (South-Western region of Toledo).

5.10 COURSE PLANNING TIMETABLE

PHYSICAL EDUCATION (6th grade)		
WEEK	SESSIONS	CONTENTS
1 ^a y 2 ^a	4	INITIAL EVALUATION
3 ^a Y 4 ^o	6	HEALTH
4 ^a a 6 ^a	9	MY BODY
7 ^a a 9 ^a	6	SPACE PERCEPTION
10 ^a a 12 ^a	6	TRADITIONAL GAMES
13 ^a	3	EVALUATION (1st TERM)
WEEK	SESSIONS	CONTENTS
1 ^a	6	TEMPORAL PERCEPTION
2 ^a a 4 ^a	6	COORDINATION GAMES
5 ^a y 6 ^a	6	COURT GAMES
7 ^a	6	BALANCE AND TWIST
8 ^a y 9 ^a	3	ALTERNATIVE GAMES.
10 ^a a 12 ^a	9	THROWING
13 ^a	3	EVALUATION (2nd TERM)
WEEK	SESSIONS	CONTENTS
1 ^a a 3 ^a	6	LET'S GO TO THE CIRCUS
4 ^a a 6 ^a	6	LOOKING FOR THE TREASURE
7 ^a , 8 ^a	12	TEAMS SPORT
9 ^a	3	FINAL EVALUATION (3rd TERM)

Table 5.2 ANNUAL TIMING OF 6TH GRADE IN PHYSICAL EDUCATION. Prepared from one-self (García-Calvo, 2014)

5.11 DIDACTIC UNITS' SEQUENCE

A **Didactic Unit** " is a way of planning Learning and Teaching process around a content item which converts in backbone of the process, giving it consistence and significance" (Escamilla, 1992).

Coyle, Hood and Marsh (2010) advocate the **flexibility** to plan a Didactic unit with CLIL methodology. Notwithstanding, they consider four key principles in order to design a planning. **Content, Communication, Cognition and Culture**. It can be developed following Bloom's taxonomy. The core theory underpinning CLIL comprises four key 'building blocks' (Coyle, 2006: 9), known as the **4Cs Framework**:

Before sequencing Didactic units is necessary to define the meaning of these concepts:

- **Content**. Progression in new knowledge, skills and understanding.
- **Communication**. Interaction, progression in language using and learning. It can be described as learning to use language and using language to learn.
- **Cognition**. Engagement in higher-order thinking and understanding, problems solving and accepting challenges and rejecting on them.
- **Culture**. It is way throughout any topic or theme. Identity, Citizenship, and progression towards pluricultural understanding.

Communication has three important aspects. Coyle, Hood and Marsh (2010, p 60)¹⁴

LANGUAGE OF LEARNING (VOCABULARY, DESCRIBING...)



LANGUAGE FOR LEARNING

LANGUAGE THROUGH LEARNING

(STRATEGIES, WORK IN GROUPS)

(FEED-BACK, USING RESOURCES)

Figure 5.1 THE LANGUAGE TRIPTYCH: CLIL LINGUISTIC PROGRESSION. (Coyle, Hood and Marsh, 2010:6)

¹⁴ The language Triptych is used to identify an image consisting of three linked parts. (language **of, for** and **through** learning). It is no built on a grammatical model where progression focuses on a gradation of grammatical concepts, but incorporates grammatical progression from different perspectives. The Triptych does not reject grammar learning but instead approaches it initially thorough content demands. It will be necessary in CLIL lesson to focus student's attention on the linguistic form, from a content perspective.

Sánchez Bañuelos, (1986) states that the difference between traditional subjects and Physical Education are well known. Physical Education has specific characteristics: motor learning; outdoors activities; children's intrinsic motivation for movement; the distribution of pupils over the playing field; the fact that PE is the sole subject that fosters physical exertion; the fight against a sedentary lifestyle. Planning and **scaffolding**¹⁵ must be considered. Planning takes on major importance and scaffolding becomes essential.

In PE-in-CLIL, games are by far the most used tool. Games not only provide motivation, since also gain effectiveness when combined with specific teaching strategies in order to:

1. Use games **to introduce a physical ability** that will be practiced reciprocally in order to reinforce orally. I like to link images to the gesture or physical examples.
2. **Encourage learners** to explain games in groups in order to learn how to play them. When it is needed I use teaching techniques as rephrasing, recasting or paraphrasing.
3. **Alternate** highly demanding **motor** games **with** problem-solving or **linguistic tasks** in rest phases.
4. **Divide** complex games into two or three simpler, **progressive sequences** in order to facilitate comprehension. Thus, long explanations lacking movement will be avoided. Coral & Lleixà (2013:53) writes that "PE-in-CLIL uses a communicative approach, which is highly effective in making learners themselves understood in the shortest possible time... it is better to use a wide range of teaching techniques".

Below, I will develop thirteen **Didactic Units**¹⁶ (first term:1,2,3,4; second term:5,6,7,8,9,10; third term:11,12,13).These Didactic Units have been created and tested by me through sessions¹⁷. I have followed some steps regarding "the CLIL tool kit: Transforming theory into practice" by Coyle, Hood and Marsh and basically "stage 3: Planning a unit". They consider that an effective CLIL planning is a process in which theories and practices are developing as the professional community evolves. They do not see the tools as "fixed and prescriptive" (Marsh Hood and Coyle 2010: 48-85), but they recommend that teachers use and adapt them for their own purpose. The Didactic Units have been created from one-self based on current legislative framework (national and regional).

¹⁵ It is a teaching resource. Coyle (2013:55) says "movement and physical examples used to demonstrate the task can be considered as a type of scaffolding... (pre-teaching, elicit, paraphrasing, realia, visual organizers) are scaffolding strategies".

¹⁶ Didactic units are developing from page 29 to 41.

¹⁷ A type-session about volleyball relate to Didactic Unit 13 is developing on page 42.

DIDACTIC UNIT 1: “HEALTH”. 1ST TERM (SIX SESSIONS)

<p>AIMS (Related to P.E. General aims 1,2,4,6)</p> <ul style="list-style-type: none"> - To improve body adjustment and to develop healthy habits. - To develop spontaneous talk. 	
<p>COMPETENCES (Related Key competences C,D,E,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Features of physical activity and health. - Relationship between diet and physical activity. Healthy habits 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Provide students with opportunities to understand the key concepts and apply them. - Encourage knowledge about security measures in games. 	
<p>CULTURE</p> <ul style="list-style-type: none"> - Become aware of the importance of respecting our partners in games. - Understand that they can learn, no matter which language they are using in games. 	
<p>COMMUNICATION</p> <p>-Language of learning. Key vocabulary: turn on, right, left, hop on one foot, giants, swimming, warm-up, follow-up, main part...</p> <p>-Language for learning. Asking each other questions. Comparing and contrasting: How can walk a giant? Can you swimming without water? What does... mean?</p> <p>-Language through learning. Retain language revised by both the teacher and students. Learn new words related to the topic. Use of new technologies and using dictionary skills.</p>	
<p>ASSESSMENT CRITERIA (Related to P.E general assessment 1,2,4,5)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to coordinate movements. -To be able to use second language to communicate. 	<p>TOOLS</p> <ul style="list-style-type: none"> - Teacher’s diary, check list and systematic Observation.
<p>METHODOLOGY(STYLES)</p> <ul style="list-style-type: none"> -Guided discovery. Direct command. Tasks assignation. 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Vests, ropes, hoops, balls and cones, computer, projector and whiteboard, netbooks.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to participate actively in games and distinguish healthy habits. - Students will be able to use second language in healthy habits 	

Table 5.3 DIDACTIC UNITS (1-13).Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 2: “MY BODY”1ST TERM. (NINE SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,4,5)</p> <ul style="list-style-type: none"> - To identify movements in different activities and develop body attitude. - To develop spontaneous talk 	
<p>COMPETENCES (Related Key competences C,E,G,H)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Introduction of the topic. Essential body structures used in movement. - Quality and features of movements. 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Vocabulary building, learning and using. - Provide students with opportunities to understand the key concepts and apply them. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Identify different type of movements in motor skills. - Understand that they can learn, no matter which language they are using in games. 	
<p>COMMUNICATION</p> <p>-Language of learning. Key vocabulary: bones, muscles and joints. Biceps, triceps, femur, radius, backbone, skull, ulna, trunk, upper limbs, lower limbs flexion, extension, rotation, abduction, adduction, locomotors system, cardiovascular system, respiratory system, nervous system.</p> <p>-Language for learning. Asking each other questions: Do you know the song “the hockey pokey? Explain what joints you used and what movement you did? Playing game and make movements.</p> <p>-Language through learning. Make use of peer explanations. Learn new words which arise from activities. Use of new technologies and using feedback.</p>	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,4,5)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> - To be able to know posture. - To be able to use second language to speak about the body. 	<p>TOOLS</p> <ul style="list-style-type: none"> - Mind map about human body Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Reproduction of models. Tasks assignation. TPR (Total Physical Respond) 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Cards, digital board, hoops, balls, cards. computer, projector and whiteboard, netbooks.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to identify different posture and movements. - Students will be able to use human body vocabulary in classroom. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 3: “SPACE PERCEPTION”. 1ST TERM (SIX SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,4,5)</p> <ul style="list-style-type: none"> - To adapt movements in spatial location. - To develop spontaneous talk 	
<p>COMPETENCES (Related Key competences C,E,G,H)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p> <p>CONTENT</p> <ul style="list-style-type: none"> - Spatial location - How the space around us is. <p>COGNITION</p> <ul style="list-style-type: none"> - Incite student’s curiosity about space in games. - Provide students with opportunities to understand the key concepts and apply them. <p>CULTURE</p> <ul style="list-style-type: none"> - Identify different types of spaces between objects. - Understand that they can learn, no matter which language they are using in games. <p>COMMUNICATION</p> <p>-Language of learning. Key vocabulary: in, out, over, inside, moving around, rolling, bending, climbing...</p> <p>-Language for learning. What do you know about...? Can you tell me something about...? How we know where we are. Playing game and make movements in space.</p> <p>-Language through learning. Distinguish spatial needed to carry out activities. Make use of leader explanations. Make use of ways of orienting ourselves (cardinal points). Use of new technologies.</p>	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,4,6)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to positioned in space. -To be able to use second language to positioned in space. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Guided discovery. Reproduction of models. Tasks assignation. TPR (Total Physical Respond) 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Netbook, balls, hoops, ropes, computer, projector and whiteboard, netbooks.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to demonstrate understanding of the concepts of the topic. - Students will be able to use a space perception vocabulary in games. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 4: “TRADITIONAL GAMES”. 1ST TERM (SIX SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,4,5,6)</p> <ul style="list-style-type: none"> - To play games around the world. - To improve skills through traditional games. 	
<p>COMPETENCES (Related Key competences C,E,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Games around the world - How the traditional games are. 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Incite student’s curiosity about traditional games. - Provide students with opportunities to know games around the world.. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Identify features of folk games that belong to culture of different groups of people. - Understand that they can learn, no matter which language they are using in games. 	
<p>COMMUNICATION</p> <p>-Language of learning. Key vocabulary: ball games, aiming games, dexterity games, strength games, folk games, cultural heritage games.</p> <p>-Language for learning. What do you know about...? Can you tell me something about...? Explain in your own words a traditional game.</p> <p>-Language through learning. Distinguish different games. Find information on other variations of traditional games. Find out what other names this games have. Why? Use of new technologies.</p>	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,4,6)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to cooperate in groups. -To be able to use second language doing universal games. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Reproduction of models. Tasks assignation. 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Netbook, traditional materials, computer, whiteboard.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to learn rules and cooperate doing different traditional games. - Students will be able to use 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 5: “TEMPORAL PERCEPTION”. 2ND TERM (SIX SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,4,5)</p> <ul style="list-style-type: none"> - To adapt rhythm and movements in temporal location. - To develop spontaneous talk 	
<p>COMPETENCES (Related Key competences C,D,E,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Temporal location. Time and movement - How the trajectories and velocities about my body and other are. 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Incite student´s curiosity about temporal location (speed, rhythm, sequence and length). - Provide students with opportunities to understand the key concepts and apply them. 	
<p>CULTURE</p> <ul style="list-style-type: none"> - Autonomy and initiative using temporal location. - Understand that they can learn, no matter which language they are using in games. 	
<p>COMMUNICATION</p> <ul style="list-style-type: none"> -Language of learning. Key vocabulary: Rhythm (soft and strong), speed (slow, fast), sequence (after, before). E.g., a jump has three phase (introduction, flight and fallen). -Language for learning. Classifying the different elements in practical situations. Learning by doing exercises. Asking questions. -Language through learning. Record and perform in the classroom. Distinguish temporal perception to carry out activities. Predict and learn new situations in games. Use of new technologies and using feedback. 	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,6)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to do coordinate jumps in games. -To be able to use second language to communicate in games. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher´s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Reproduction of models. Tasks assignation. TPR (Total Physical Respond) 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Music computer, balls, hoops, ropes, computer, projector and whiteboard.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to distinguish the qualities of movements. - Students will be able to use a temporal perception vocabulary in games. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 6: “COORDINATION GAMES”. 2ND TERM (NINE SESSIONS).

<p>AIMS (Related to P.E General aims 1,2,3,4,5)</p> <ul style="list-style-type: none"> - To develop different type games in a coordinate manner - To develop spontaneous talk 	
<p>COMPETENCES (Related Key competences C,D,E,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - General aspect of movements - Main basic skills. 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Recognize characteristics of skills. - Enable students to know basic abilities in games. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Identify coordination games of different countries. - Become aware of the importance of respecting for others. 	
<p>COMMUNICATION</p> <p>-Language of learning. Key vocabulary: moving around, simple jumping, turning, throwing, hitting, catching.</p> <p>-Language for learning. Make connections and answers: What basic ability do you use in this game? Do you know games relation to basic skills? What main basic skill do you use?</p> <p>-Language through learning. Learn new words which arise from activities. Predict and learn new situations in games. Use of new technologies and using feedback.</p>	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,5,6)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to coordinate your body in games -To be able to use second language to communicate in games. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Direct command and Tasks assignation. TPR (Total Physical Respond) 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Digital board, hoops, ropes, balls, computer, projector and whiteboard.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to distinguish the main basic skill playing games. - Students will be able to discover the pleasure of movement playing in groups. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 7: “COURT GAMES”. 2ND TERM (NINE SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,3,4,5)</p> <ul style="list-style-type: none"> - To play in different court games. - To use spontaneous talk. 	
<p>COMPETENCES (Related Key competences C,D,E,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Features of court games - Basic abilities in games. 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Recognize main characteristics of court games. - Provide student’s opportunities to play court games. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Identify court games in different cultures. - Become aware of the importance of respecting for others. 	
<p>COMMUNICATION</p> <p>-Language of learning. Key vocabulary: pre- sports, mini- volleyball, mini-hockey, football indoor.</p> <p>-Language for learning. Make connections and answers: What basic ability do you use in this court game? Do you know court games relation to basic skills? What main characteristic of this court game?</p> <p>-Language through learning. Learn new words which arise from court game. Predict and learn cooperation and opposition situations. Use of new technologies and using feedback.</p>	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,5,6)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to learn cooperation and opposition strategies. -To be able to use second language to communicate in games. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Guided discovery. Direct command and Tasks assignation. TPR (Total Physical Respond). GPAI (Game Performance Assessment Instrument). 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Digital board, mini-balls, court materials, computer, projector and whiteboard.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to play sport games respecting rules. - Students will be able to discover the pleasure of movement playing court games. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 8: “BALANCE AND TWISTS”. 2ND TERM (SIX SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,3,4,5)</p> <ul style="list-style-type: none"> - To develop different type of balance: static and dynamic. - To develop spontaneous talk 	
<p>COMPETENCES (Related Key competences C,D,E,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Features of balances and twists - Balance and twists in games. <p>COGNITION</p> <ul style="list-style-type: none"> - Recognize security measures. - Enable students to identify balance and twists in specific games. <p>CULTURE</p> <ul style="list-style-type: none"> - Autonomy and initiative using temporal location. - Become aware of the importance of respecting for others. <p>COMMUNICATION</p> <ul style="list-style-type: none"> -Language of learning. Key vocabulary: static, dynamic, longitudinal axis, transversal axis, -Language for learning. Make connections and answers: What game do they represent? Do you know games relation to this topic? When you do this twist? -Language through learning. Learn new words which arise from activities. Predict and learn new situations in games. Use of new technologies and using feedback. 	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,5)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to coordinate his/her body in twist. -To be able to use second language to communicate in games. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Direct command and Tasks assignation. 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Digital board, hoops, ropes, pikes, mats, computer, projector and whiteboard, netbooks.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to distinguish balances and twists in movements. - Students will be able to use a class vocabulary in games. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 9: “ALTERNATIVE GAMES”. 2ND TERM (NINE SESSIONS)

AIMS (Related to P.E General aims 1,2,4,5,6) - To play alternative games. - To improve skills through alternative games.	
COMPETENCES (Related Key competences C,E,G,H,I)	
TEACHING OBJECTIVES (What I plan to teach) CONTENT - Alternative games around the world - How the alternative games are. COGNITION - Incite student’s curiosity about alternative games. - Enable students to identify alternative games. - CULTURE - Identify alternative games which belong to different countries and culture. - Understand that they can learn, no matter which language they are using in games. COMMUNICATION -Language of learning. Key vocabulary: shoutleball, the frog, indiaca, intercrosse, lacrosse, cricket, the wave, foot-tennis. -Language for learning. What do you know about...? Can you tell me something about...? Explain in your own words an alternative game. -Language through learning. Distinguish different games. Find information on other variations of alternative games. Find out what other names this games have. Use of new technologies.	
ASSESSMENT CRITERIA (Related to general assessment 1,2,4,6)	
INDICATORS -To be able to applied rules in alternative games -To be able to use second language doing alternative games.	TOOLS -Teacher’s diary, check list and systematic observation
METHODOLOGY (STYLES) - Guided discovery. Reproduction of models. Tasks assignation. TPR (Total Physical Respond). GPAI (Game Performance Assessment Instrument).	MATERIALS - Netbook, balls, hoops, alternative materials, computer, projector and whiteboard.
LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit) - Students will be able to learn rules doing alternative games. - Students will be able to cooperate and work in groups in a right way.	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 10: “THROWING”. 2ND TERM (NINE SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,4,5)</p> <ul style="list-style-type: none"> - To develop coordination: eye-hand and eye-foot. - To use throwing and reception skills in games 	
<p>COMPETENCES (Related Key competences C,,E,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Basic motor skills - How this ability enables us to do more complex movements 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Recognize language and human body for solving problems. - Create new knowledge about new skills through reflection. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Progression towards global understanding of basic motor skills in different contexts and cultures. - Become aware of the importance of respecting for others. 	
<p>COMMUNICATION</p> <ul style="list-style-type: none"> -Language of learning. Key vocabulary: circuits training, throw, shoot, catch the ball, -Language for learning. Questions and answers: How is a rope use for? What game this basic skills do they represent? What sports do they use eye-hand coordination? And eye-foot? -Language through learning. Predict and learn new situations in games. Using internet to recycle and extend new concepts about the topic. Use of new technologies. 	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,5)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to throw and pass the ball in a right way. -To be able to use second language in games. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Direct command. Tasks assignation. 	<p>MATERIALS</p> <ul style="list-style-type: none"> -Netbook, digital board, hoops, ropes, balls. computer, projector and whiteboard.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to develop basic motor skills. - Students will be able to use a basic motor skills’ vocabulary in games. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 11: “LET’S GO TO THE CIRCUS”. 3RD TERM (SIX SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,3,4,5,6)</p> <ul style="list-style-type: none"> - To express yourself with your body. - To participate and enjoy doing physical expression activities. 	
<p>COMPETENCES (Related Key competences C,D,E,F,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Types of Physical expression and performing arts (Theater, opera, circus) - Self-expression and Non- verbal communication (drama games, pantomime, improvisation) 	
<p>COGNITION</p> <ul style="list-style-type: none"> - Understand different forms of expression. - Visual representation of cause and effect. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Focus on diversity of artistic and cultural expression. - Linking with other classes throwing performing a theater. 	
<p>COMMUNICATION</p> <ul style="list-style-type: none"> -Language of learning. Key vocabulary: affection, disagreement, anger, happiness, sadness. -Language for learning. Think and answer: What does the image show? What expressions would you use to show you are sad (...)? Make connections: How would you greet a classmate? -Language through learning. Look for songs through internet and describe the gestures. Invent variations to games and explain them. Use of new technologies. 	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,5)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to express emotions and feelings. -To be able to respect for classmates. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher’s diary, check list and systematic observation
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Playback models. 	<p>MATERIALS</p> <ul style="list-style-type: none"> -Netbook, digital board, original clothing, recycled material, computer, projector and whiteboard.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to use non-verbal communication to interact. - Students will be able to accept the characteristics that make us all different. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 12: “LOOKING FOR THE TREASURE”. 3RD TERM (SIX SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,3,4,5,6)</p> <ul style="list-style-type: none"> - To get oriented in different spaces. - To participate and enjoy doing orientation activities 	
<p>COMPETENCES (Related Key competences C,D,E,F,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Basic skills observing the space around us and exploring environment - Initiation to the orientation in natural environments. 	
<p>COGNITION</p> <ul style="list-style-type: none"> - enables students to explore environment. - Graphic and visual representation of environment. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Identify living and non- living things from ecosystems of our environment. - Encourage students´ curiosity. 	
<p>COMMUNICATION</p> <ul style="list-style-type: none"> -Language of learning. Key vocabulary: cardinal points, working in groups, maps -Language for learning. Comparing and contrasting. Make connections and answer: What do you Know about this place? Which are the animals in this ecosystem? How do you spell...? -Language through learning. Predict possible solutions. Use of new technologies. 	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,5)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to write a map of School´s playground. -To be able to orientate in space. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher´s diary and systematic observation.
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Discovery teaching. Playback models. 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Computer, projector and whiteboard, netbook, digital board, pens, maps,
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to use orientation strategies. - Students will be able to know basic vocabulary relate to the topic. 	

Prepared from one-self (García-Calvo, 2014)

DIDACTIC UNIT 13: “TEAM SPORTS”. 3RD TERM (TWELVE SESSIONS)

<p>AIMS (Related to P.E General aims 1,2,4,5,6)</p> <ul style="list-style-type: none"> - To participate actively in sport activities. - To respect rules in different sports. 	
<p>COMPETENCES (Related Key competences C,D,G,H,I)</p>	
<p>TEACHING OBJECTIVES (What I plan to teach)</p>	
<p>CONTENT</p> <ul style="list-style-type: none"> - Cooperation and opposition strategies in team sports. - Initiation to the team sports. 	
<p>COGNITION</p> <ul style="list-style-type: none"> - know basic rules of sports.. - Enable students to discuss solutions in team sports. 	
<p>- CULTURE</p> <ul style="list-style-type: none"> - Perspectives on sports. - Encourage students´ curiosity in sports tactic. 	
<p>COMMUNICATION</p> <ul style="list-style-type: none"> -Language of learning. Key vocabulary: defender, offender, attack, strike, kick off, home run, -Language for learning. Comparing and contrasting. Make connections and answer: What do you Know about this sport? Which are the main of this sport? How can we design a tactic? -Language through learning. Predict possible solutions to different problems. Teacher´s feedback. Use of new technologies. 	
<p>ASSESSMENT CRITERIA (Related to general assessment 1,2,3,4,5)</p>	
<p>INDICATORS</p> <ul style="list-style-type: none"> -To be able to participate in sports. -To be able to enjoy doing sports. 	<p>TOOLS</p> <ul style="list-style-type: none"> -Teacher´s diary. Systematic observation.
<p>METHODOLOGY (STYLES)</p> <ul style="list-style-type: none"> - Guided discovery. Playback models. TPR (Total Physical Respond). GPAI (Game Performance Assessment Instrument). 	<p>MATERIALS</p> <ul style="list-style-type: none"> - Computer, projector and whiteboard, netbooks, team sports materials.
<p>LEARNING OUTCOMES (What students will be able to do by the end of the didactic unit)</p> <ul style="list-style-type: none"> - Students will be able to overcome doing sports. - Students will be able to know basic vocabulary of each sport. 	

Prepared from one-self (García-Calvo, 2014)

5.12 LESSON PLANNING

CLIL PHYSICAL EDUCATION. DIDACTIC UNIT N° 13: TEAM SPORTS. (SESSION N° 1: VOLLEYBALL)			
GRADE: 6° PRIMARY DIDACTIC UNIT: TEAM SPORTS (3° T) TEACHING OBJECTIVES: 1. To be able to know key rules of volleyball 2.To be able to play actively games 3. To be able to improve English language skills.		CYCLE: 3rd ORGANIZATION. INDIVIDUAL, WORK IN PAIRS, WHOLE GROUP. MATERIAL: IDB, BALLS, CONES.	
<u>MOTORS SKILLS</u>	<u>COMMUNICATIVE S SKILLS</u>	<u>SCAFFOLDING</u>	<u>TIMING</u> (60')
<u>1.WARMING</u> 1.1 Writing specific vocabulary on notebook. 1.2 Teacher explains finger touch relating to volleyball.	LISTENING, READING AND WRITING	SPECIFIC WORDS FLASHCARD	(15')
			10'
	LISTENING & SPEAKING	ROUTINE SENTENCES	5'
<u>2.DEVELOPMENT</u> 2.1 "A,e,i,o,u". Groups of five. 2.2 "Pass the ball ". Groups of tree. 2.3 "Prisoner ball". Two teams play in a rectangle. Whole-group. 2.4 A student has to do a volleyball pass. Work in pairs. (4-6 meters).	LISTENING & SPEAKING	STARTING SENTENCES.	(35')
			10'
			10'
			10'
			5'
<u>3.FOLLOW UP</u> 3.1 Observation about session and volleyball's video.	LISTENING & SPEAKING	FINAL REMARK	(10')
			10'

Table 5.4. SESSION'S TEMPLATE OF VOLLEYBALL. Prepared from one-self (García-Calvo, 2014)

6. ANALISIS OF DIDACTICAL PROPOSAL.

Marsh and Lange (2000) say that we can teach several subjects in foreign language, but every subject will give us different advantages depending on the use of verbal and non- verbal communication.

I would like to enumerate several advantages:

1. Physical Education develops and provides large component of non- verbal communication, such as, acoustical, visual and tactile signals, which reduce anxiety of children.
2. Diary routines help the students in communicative competence. In warming, the students develop oral skills in a natural way, as in the presentation when the class is beginning.
3. Warming phase supposes a physical and psychological preparation. This previous phase serves as a breeding ground for doing exercises and games through English.
4. It necessary to provide ongoing feedback in order to encourage the students to reach the goals. I note that TFR (total physical response) games reduce anxiety of students, since they are learn through English and motor response.
5. The grades improve qualitatively and quantitatively in English subject along the school year 2014-2015. So, English´s Teachers assessment is quite positive. (See annex IX).
6. The students' progress along the academic year, over all. They improve in oral skills (listening and speaking) more than other skills (see annex IX).
7. It is a positive transfer and linguistic disinhibition, since the students are able to speak English every day and they work in groups very efficiently (see annex XV).
8. It is a novelty for students to learn Physical Education through English. The student´s motivation is continuously reinforced.

I would like to show some disadvantages:

1. The students, who have not good marks in English, consider a bad idea to learn English through Physical Education.
2. Initial rejection: If the parents do not like P.E in English the students will usually do not like the subject, at first. Later, the students play in bilingual P.E and they exceed the initial rejection.

3 Some teachers are skeptics, since they think that this type experience is more “mercadológica” (marketing) than efficient (10% of Faculty). By the way, two of the three teachers against the Project have their children in Private Schools learning with this methodology. Therefore, the rejection is due to a “shield” for not to grow in education. I really think that this attitude is due to personal valuation more than pedagogical valuation.

4 There are few didactic materials, books and tools in Spain about CLIL methodology. So, it is difficult to compare experiences.

5 The lack of time and too much extra- work are negative aspects. Educative Administration gives us a moral support more than a real support.

6. PE-in-CLIL should first be allocated in the PE curriculum. Next, the starting point and ingredients for the integrated program should be defined.

I would like to show some **proposals for improvement the action-research in class (improvement measures)**:

a) To analyze ongoing the Syllabus, Didactic Unit and the sessions in order to adjust them and improve the educative praxis.

b) To exchange experiences with other countries and Schools, e.g., Erasmus+, e-twinning, K2

c) To develop educative platforms to work on CLIL.

d) Administration should offer several workshops and training courses on CLIL methodology. Today's, the proffer is very poor.

7. CONCLUSION

Firstly, it was a challenge in many ways, and now I can draw conclusions about PE-in-CLIL teaching. The discipline of adapting PE units of work that were flexible enough to accommodate the 4Cs framework and my teaching aims were challenging. I have tried to demonstrate that PE is a subject that can make a remarkable contribution to communicative linguistic competence.

Secondly, PE-in-CLIL should be understood as a holistic approach that uses the principles of learning by doing and at the same time promotes cognitive development and cultural awareness. Physical Education in a CLIL program can provide learners with motor-skills, communication skills, life-long learning and citizenship skills to achieve a healthy, plurilingual, intercultural society. It's also a different and excellent way of picking up language because learners are exposed to rich, meaningful, comprehensible input in language-in-use. For this reason, Bentley (2011) points out that this interdisciplinary and learner-centered program attempts to increase STT (Student Talking Time) through cooperative and collaborative learning as well as through self- and peer-assessment techniques.

Thirdly, one historical weakness of Spanish students is the low proficiency in English. Trillo (2014) analyzes PISA results and warns that teaching English from pre-school can reduce difficulties of second language acquisition being especially in oral skills.

Fourthly, the students are usually accustomed to learn in traditional way. This way not encourages the students' autonomy and high level of active participation (Burrows, 2008). I really think that teachers have to be innovative. Teachers should progress and grow in a professional way.

Fifthly, I had been named as Teaching Board of examiners in Castle- La Mancha for several years¹⁸. I have read thousands of syllabuses and some of them were true works of art and I asked myself: **Were these syllabuses feasible? Were these syllabuses practices? Was it be possible a theoretical syllabus without its practical application?** Therefore, I have designed a practical, innovative, flexible and feasible syllabus in which I was be able to make adjustment in the teaching and learning process.

Sixthly, I started from a basic premise: the use of non-linguistic subjects in order to improve linguistic competence in second language. This paper aimed to put theory into practice. In a

¹⁸ Resolución 06/06/2013 (DOCM 07/06/2103). Dirección General de Recursos Humanos que publica la composición de Tribunales de oposiciones. Page 15132 (law resolution on education)

globalized world is basic a multilingual culture for developing our children. Graddol (2006:70) write:

... In many countries, extensive curriculum reforms are taking place as economics build the...
capacity required to operate in a globalized world. Improving national proficiency in English
. now forms a key part of the educational strategy in most countries... In a globalized, post
. modern world a rather different model of education has emerged...and needs higher-order
. and more flexible skills (Graddol, 2006:70-71).

Seventhly, I have checked that students' interaction in Physical Education is a valid tool to develop and improve linguistic competence. Physical Education's subject develops socialization, since the contents build social links.

Eighthly, from my point of view, I would like to show that linguistic competence and motor skills are relating to self- esteem of the students. Self –esteem is a main component in this subject. A warm context and positive atmosphere enable to improve self-confidence.

Finally, I would like to point out that this Project was not all roses for me. At first, there were some inconvenient and these made me stronger and stimulate me. Public Schools deserve an education of quality. Teachers should find the ways to interact with students in a correct way. I would like to finish with Hockly & Ball metaphor quoted by Jim Rose (1997:3) “A metaphor of a mixed ability class which for me is to think of the class as a lift (elevator); everyone needs to get into the lift to start with. Some students will run into the lift, some will have to be dragged in. Some students will travel right to the top of the building, some may stop at the third floor and some may only reach the first floor, but everyone will have travelled somewhere successfully”. It is a hard work to achieve, but the responsibility is in our hands.

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9. ANNEXES

ANNEX I: OBJECTIVES

ANNEX I.1 CURRICULUM OBJECTIVES OF PRIMARY EDUCATION. Art.17. (LOE, 2006:46-47)

Primary education will contribute to developing the capacities which enable children to:

- a) Know and appreciate the values and norms of co-existence, learn to behave accordingly, prepare them for active citizenship and to respect human rights and the pluralism of a democratic society.
- b) Develop individual and team-working habits, effort, and responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest and creativity.
- c) Acquire habits to prevent and to resolve conflicts which will enable them to act autonomously in the domestic and family environment and in their social groups.
- d) Know, understand and respect different cultures and the differences between people, equal rights and opportunities of men and women and non-discrimination towards the disabled.
- e) Know and use appropriately the Castilian language and, if applicable, the co-official language of the Autonomous Community, and develop reading habits.
- f) Acquire basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by in everyday situations.
- g) Develop basic mathematical competences and begin to solve problems which require elemental arithmetical operations, geometry and calculations and be capable of applying them to situations from their daily lives.
- h) Know and value the natural, social and cultural environments and learn how to care for them.
- i) Begin to use information and communication technology and develop critical awareness of the messages sent and received.
- j) Use different artistic representations and expressions and start to create visual designs.
- k) Value hygiene and health, accept one's body and that of others, respect differences and use physical education.

I.2 CURRICULUM OBJECTIVES IN PHYSICAL EDUCATION IN RELATION TO PRIMARY EDUCATION OBJECTIVES.

RELATIONSHIP BETWEEN PHYSICAL EDUCATION AND PRIMARY EDUCATION	
<u>PHYSICAL EDUCATION</u>	<u>PRIMARY EDUCATION</u>
1. To know, use and value the body and movement as a means of exploration, discovery and enjoyment.	B,D, <u>K</u> , <u>F</u>
2. To adopt healthy habits and food relative to their own body.	K, <u>F</u>
3. To regulate physical effort regarding motor possibilities.	B, <u>F</u> , <u>K</u>
4. To solve several motor problems.	<u>F</u> ,G,H, <u>K</u> ,N
5. To use physical abilities to adapt movement to every situation.	<u>F</u> ,G, <u>K</u>
6. To participate with respect avoiding discrimination and solving conflicts through dialogue.	A,C,E, <u>F</u> , <u>K</u> ,M
7. To Know different physical activities with special attention to environment.	<u>F</u> ,H,I, <u>K</u> ,M
8. To use expressive resources of body, game and movement to communicate with other children.	A,D, <u>E</u> , <u>F</u> , <u>J</u> , <u>K</u>

Adapted from (LOE 2/2006) and created from one-self (García-Calvo, 2014).

I.3 CURRICULUM OBJECTIVES OF THE SUBJECT RELATIVE TO LINGUISTIC COMPETENCE.

Related to legislative Framework of Reference in Castile La Mancha (**Decree 68/2007 of 29 May**), I should contemplate the following objectives:

- a. To express a receptive attitude in the learning ability and the use of the foreign language and to use the knowledge from the previous experiences with other languages to a quickly and effective acquisition of the foreign language.
- b. To learn and use language forms appropriately as an important part of communicative competence.
- c. To value the foreign language and the languages in general like a way of communication, understanding between people of different cultures.
- d. To use the four language skills as a source of pleasure and personal enrichment

ANEXO II: CONTENTS

II.1 CURRICULUM CONTENTS IN PHYSICAL EDUCATION THROUGH ENGLISH

Royal Decree 1513/2006 establishes five blocks of contents in Physical Education:

Block 1: The body. Image and perception

Block 2: Basic motor skills

Block 3: Artistic and Expressive motor activities.

Block 4: Physical Activity and Health.

Block 5: Games and sport activities.

II.2 ENGLISH CONTENTS (Decree 68/2007 of 29 May):

- Using greetings, forms of nomination, congratulation and active participation in routines, performances, songs

- Using structures used before.

- Oral exchange in real or simulated situations or in games through verbal and non-verbal answers facilitated by communicative routines.

- Associating an image with a written representation in mother tongue and foreign language.

- Supporting in the previous knowledge about the topic or the situation through the language that the students know.

- Writing words and sentences, previous known in oral interactions and a later reading to transmit and share information, or with a recreational intention.

ANEXO III: ASSESSMENT

ASSESSMENT CRITERIA IN PHYSICAL EDUCATION THROUGH ENGLISH. (Decree 68/2007 of 29 May):

1. To be able to adapt movements and jumps to different environments.
2. To be able to throw, pass and get different balls or other or moving objects.
3. To be able to work in a coordinate way and cooperate to solve problems in a team game (defender or offender).
4. To be able to know individual effort as fundamental value in games.
5. To be able to judge in a critical way the conflictive situations which arise from activities done
6. To be able to show active conducts to improve global motor skills.
7. To be able to build work in groups using the resources of body and movement.
8. To be able to identify the relation between healthy habits and physical activities..

In my syllabus, I have considered the following Assessment Criteria in English from Decree 68/2007 of 29 May, of Primary Education in Castle La Mancha:

9. To be able to use the foreign language to know and communicate the contents of other areas.
10. To be able to show an interested attitude for the language and the study of languages.
11. To be able to use simple resources to learning to learn included the information technological, in the learning situations of the foreign language.
12. To be able to participate in oral interactions about known topics in situations of communication easily predictable.

ANNEX IV: METHODOLOGY

METHODOLOGICAL GUIDELINES (ORDER 16/6/2014, DOCM 20/6/2014.Art8:1,5,8, 9).

- 1.** Bilingual Schools will include in their Educative Project a methodology based on curriculum principles of CLIL.
- 5.** Teachers will develop activities rely on learning by doing.
- 8.** Due to develop a natural acquisition of foreign language it will be upgraded the Communicative Approach. First, oral skills will be developed and then, reading and writing.
- 9.** Teachers will prepare strategies to acquire and learn curriculum contents both mother tongue and foreign language.

ANEXO V: SELF –ASSESSMENT TASK BY ONESELF AND TEACHERS

QUESTIONNAIRE FOR TEACHERS	
KEY: -YES -NO -SOMETIMES	SELF-OBSERVATION AND PEER-OBSERVATION SHEET
	He explains the main concepts when starting a Didactic Unit.
	He explains the purpose of the activities.
	He takes into account students' interests.
	He motivates and stimulates students.
	He encourages the participation of students.
	He brings together students regardless of their sex.
	He promotes values between students.
	He uses different materials for teaching
	He is patient when students do not understand any exercise.
	He suitably designs the sessions.
	There is a lot downtime.
	The classroom climate is warm and suitable.

Prepared from one-self (Garcia-Calvo, 2014)

ANEXO VI: THE STUDENTS ASSESS THE TEACHER AND THE SUBJECT

QUESTIONNAIRE FOR STUDENTS. COEVALUATION	MARKS
KEYS: 1(strongly disagree), 2 (disagree), 3 (agree) ,4(strongly agree)	1-2-3-4-5
The teacher listens to me when I ask him.	
The classroom's rules are clear.	
He has sense of humor.	
He is always very angry and upset with us.	
He is demanding in class	
He gets upset when we do not understand any word in English.	
I learn some contents in English.	
The activities are so boring.	
I usually understand him when he explains an exercise.	
I usually do not understand him when he speaks in English.	
He is active and participatory in classroom.	
I like to learn English vocabulary.	

Prepared from one-self (Garcia-Calvo, 2014)

ANEXO VII: EVALUATION SHEET ABOUT DIDACTIC UNIT AND/OR SESSION

SESSION'S ASSESSMENT	
INDICATORS (APPRAISAL CRITERIA)	OBSERVATIONS
Is able to transmit the information in a suitable way.	
Input, output and feedback are able to be suitable.	
Is able to follow the syllabus.	
Is able to use suitable tasks.	
Is able to do good groupings.	
Is able to encourage the students.	
Improvement proposals.	

Prepared from one-self (García-Calvo, 2014)

ANEXO VIII: PARENTS ASSESS BILINGUAL PHYSICAL EDUCATION.

QUESTIONNAIRE. THE PARENTS VALUE PROS AND CONS ABOUT CLIL METHODOLOGY IN PHYSICAL EDUCATION	
CLAVE: YES-NO	
1. You consider positive that the student learns through CLIL methodology in Physical Education.	
2. You are in favor of teaching in English in non -linguistic disciplines.	
3. If you children learn Bilingual Physical Education, they will improve in linguistic competence.	
4. Do you have any obstacles?	
5. Observations:	

Prepared from one-self (García-Calvo, 2014).

Questionnaires were completed by parents at the beginning of the course 2014-2015. The results about 20 parents were the following:

Question 1:20 yes. (100% out of 100%) Question 2:20 yes. (100% out of 100%) Question 3: 20 yes (100% out of 100%). Question 4: 18 no (88 % out of 100%) y 2 yes (12 % out of 100%).

Observations. Two parents (10% out of 100%) show some disadvantages, but only when the motor activities of Physical Education decrease.

ANEXO IX: ENGLISH TEACHERS ASSESS BILINGUAL PHYSICAL EDUCATION.

QUESTIONNAIRE. TEACHERS OF ENGLISH.	
	KEY: YES-NO
1. The students are motivated in CLIL subjects.	
2. The students participate actively	
3. They need to prepare specific vocabulary in English.	
4. Materials and resources used are suitable.	
5. Academic marks in English improve through CLIL in non- linguistic disciplines.	
6. The contents are contextualized to the students.	
7. The students who work with CLIL methodology have worse marks in other subjects.	
8. Observations	

Prepared from one-self (García-Calvo, 2014)

The questionnaire is completed by four teachers of English. **Question 1:** 3 yes (75% out of 100%). **Question 2:** 3yes (75% out of 100%). **Question 3:** 4 yes (100%. out of 100%). **Question 4:** 2 yes (50% out of 100%). **Question 5:** 3 yes (75% out of 100%) **Question 6:** 4 yes (100% out of 100%). **Question 7:** 4 yes (100% out of 100%). **Question 8:** They demand more time to coordinate. More time to prepare materials. Administration should increase supports for students with educative needs. English marks improve in the school year 2014-2015 highlighting oral skills.

ANNEX X: VOLLEYBALL SESSION. STUDENT'S SELF –ASSESSMENT

REFLECTION ON MY WORK IN VOLLEYBALL	NEVER	SOMETIMES	VERY OFTEN	ALWAYS
I work hard to improve volleyball skills				
I am interested in the learning of volleyball				
I use English language in class				
I help my classmate in classroom activities.				
I collaborate with my classmates.				
I learn new vocabulary in English about volleyball				

Prepared from one-self (García-Calvo, 2014)

ANNEX XI: INITIAL EVALUATION. TEST YOURSELF

THINK AND ANSWER	NEVER	SOMETIMES	VERY OFTEN	ALWAYS
I understand the functions of human body system				
I can monitor my heart and breathing rate.				
I know the effects of physical activity on my health				
I recognize the beneficial effects of physical activity on my health				
I am positive about my body				
I use new technology to learn.				

Prepared from one-self (García-Calvo, 2014)

ANNEX XIII: WORK IN PAIRS. BAND SCALES TO ASSESS LANGUAGE SKILLS AND KEY COMPETENCES.





<p>EXCELLENT 4</p>	<ul style="list-style-type: none"> -They speak clearly and confidently. -They read a lot of documents to prepare the work. -They develop a complete sport. -Organization and presentation are cohesive and clear. -They include a variety of warming-up and follow-up activities. -They write a variety of documentations. -They listened very well the instructions
<p>VERY GOOD 3</p>	<ul style="list-style-type: none"> -They speak in a comprehensible way. -They address all sport components. -The word written is well-organized. -Organization and presentation are in a logical way. -They read some documents -They listened the instructions
<p>GOOD 2</p>	<ul style="list-style-type: none"> -They speak somewhat clearly -They develop an incomplete sport. -Organization and presentation are in a somewhat logical. -The work written contains irrelevant information. -They hardly read documents. -They listened some instructions.
<p>FAIL 1</p>	<ul style="list-style-type: none"> -They speak unclearly. -They develop an inadequate sport. -Organization and presentation is in a poor way. -The work is bad written. -They did not read documents. -They did not listen to the teacher.

Prepared from one-self (García-Calvo, 2014)

ANNEX XIV. EXAMPLE OF PORTFOLIO FOR CLASSROOM USE, BIOGRAPHY AND DOSSIER)

SKILLS

What can you do in English?

		✓✓	✓	×	××
Writing 	-I can use the present simple and present continuous. -I can use vocabulary about sports. -I can write an e-mail. -I can say what I am doing now. -I can say what I do normally.				
Reading 					
Listening 					
Conversation and Spoken Expression 					

× × I can't do this

× I need to work more on this

✓ I can do this well

✓✓ I can do this very well

Prepared from one-self (García-Calvo, 2014)

VOCABULARY

I Remember...

Some useful words.....

A useful expression.....

A useful question.....

Reflection

Something I did well

Something I need to work more on

English outside class

What did you do in English outside class?

- Do homework
- Learn new words
- Revise for a test/exam
- Use the MultiROM
- Listen to music
- Read a book
- Read a magazine
- Watch a TV programme, film, video or DVD
- Write an email or chat online
- Write a letter

ANNEX XV STUDENTS' WORKS IN PAIRS

1 HANDBALL

Merino, P. and Gomez, J. (2015). "Loose Ball". 10/3/2015 Link to

https://prezi.com/f_964udxhs94/balonmano/ last accessed 23/4/2015.

Username: fco.merinod@gmail.com. Password: laxclave

2 TENNIS

Merino, P. and Gomez, J. (2015). "Hope you like it" 21/02/2015 link to

<https://prezi.com/6wmal8cmdq9j/copy-of-the-tennis/> last accessed 23/4/2015.

Username: fco.merinod@gmail.com. Password: laxclave

1 VOLLEYBALL. (POWER -POINT).

Romero, C. and Ruiz, C. (2015). "Volleyball". Link to

<https://docs.google.com/presentation/d/1-v1ugYjLkMyJkD96crKlkn43ez0ddBSgUQKewBf5NIc/edit#slide=id.p3>

Last accessed 23/4/2015.

Prepared from students of 6th grade, 2015.